



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2007 (Reports Revised October 2007)
ID: 12291608
District: MSAD 35
School: Marshwood Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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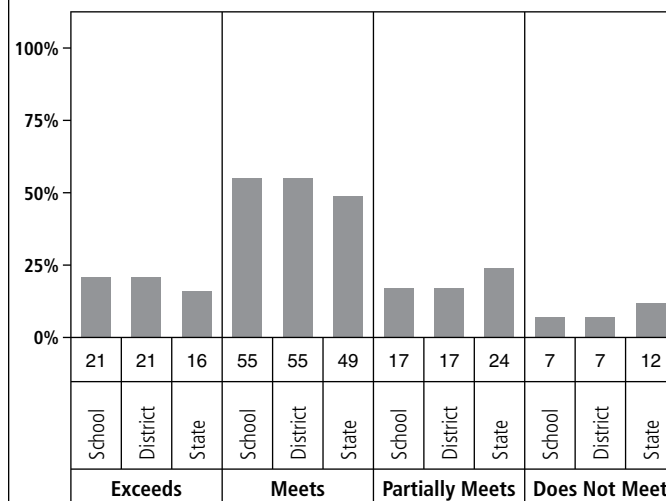
SUMMARY OF SCORES

Date: March 2007
Grade: 8
District: MSAD 35
School: Marshwood Middle School

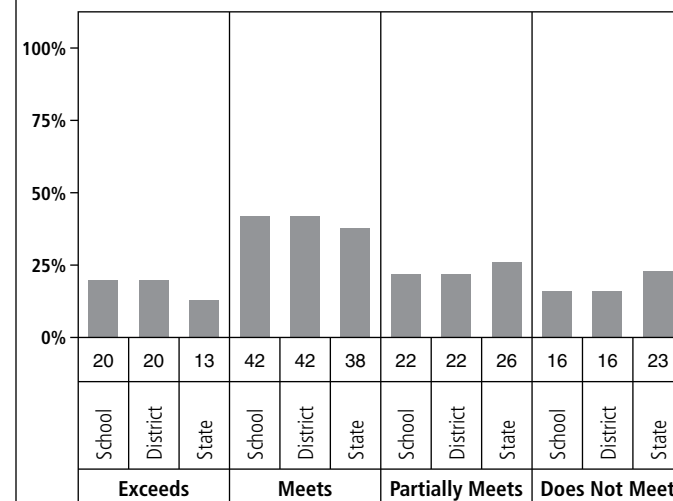
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading 2005–2006 2006–2007 Cum. Avg. *	848 852 850	848 852 850	845 847 846
Mathematics 2005–2006 2006–2007 Cum. Avg. *	844 846 845	844 846 845	840 842 841
Science & Technology 2005–2006 2006–2007 Cum. Avg. *	850 852 851	850 852 851	846 847 846
ELA – Writing 2005–2006 2006–2007 Cum. Avg. *	836 836	836 836	836 836

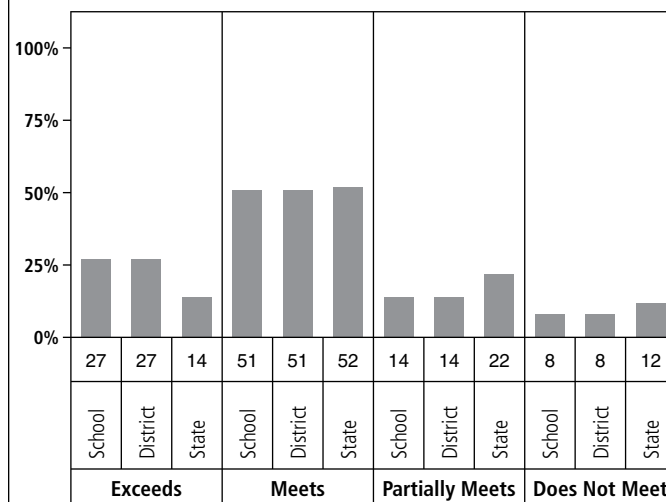
ELA – READING



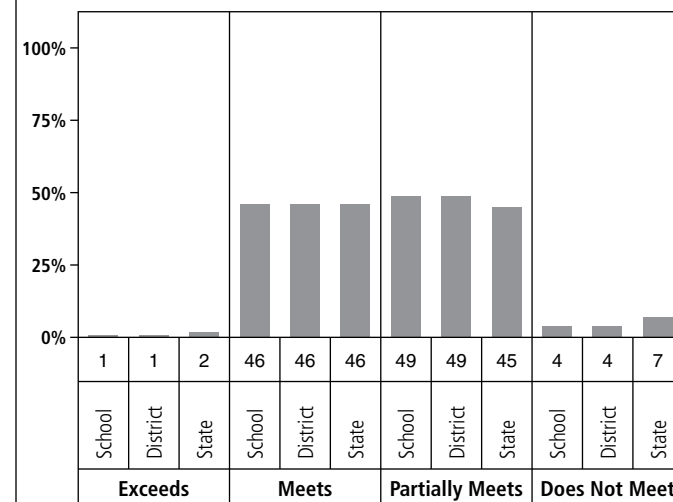
MATHEMATICS



SCIENCE AND TECHNOLOGY



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 8
 District: MSAD 35
 School: Marshwood Middle School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								ELA–Reading						Mathematics						Science and Technology						ELA–Writing					
		School		District		State		School		District		State		School		District		State		School		District		State							
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students		194	100	194	100	15800	100	192	99	192	99	15584	99	192	99	192	99	15578	99	193	99	193	99	15540	99	193	99	193	99	15463	98
Ethnicity	African American	1	1	1	1	339	2	1	100	1	100	330	98	1	100	1	100	331	99	1	100	1	100	326	97	1	100	1	100	318	95
	American Indian/Native Alaskan	0	0	0	0	108	1	0	0	0	0	104	98	0	0	0	0	104	98	0	0	0	0	102	96	0	0	0	0	103	97
	Asian/Pacific Islander	2	1	2	1	194	1	2	100	2	100	189	98	2	100	2	100	189	98	2	100	2	100	188	98	2	100	2	100	188	98
	Hispanic	1	1	1	1	160	1	1	100	1	100	152	96	1	100	1	100	152	96	1	100	1	100	149	94	1	100	1	100	148	94
	White	190	98	190	98	14997	95	188	99	188	99	14807	99	188	99	188	99	14800	99	189	99	189	99	14773	99	189	99	189	99	14704	98
	Not Reported	0	0	0	0	2	0	0	0	0	0	2	100	0	0	0	0	2	100	0	0	0	0	2	100	0	0	0	0	2	100
Identified disability		19	10	19	10	2649	17	18	95	18	95	2560	97	18	95	18	95	2557	97	18	95	18	95	2539	97	18	95	18	95	2504	95
Current LEP		1	1	1	1	280	2	1	100	1	100	274	99	1	100	1	100	275	99	1	100	1	100	267	96	1	100	1	100	263	95
Economically disadvantaged		15	8	15	8	5600	35	15	100	15	100	5479	98	15	100	15	100	5476	98	15	100	15	100	5452	98	15	100	15	100	5411	97
Migrant		0	0	0	0	8	0	0	0	0	0	7	88	0	0	0	0	7	88	0	0	0	0	7	88	0	0	0	0	7	88

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology						ELA-Writing					
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	174	90	174	90	13056	83	172	89	172	89	13057	83	175	90	175	90	13065	83	175	90	175	90	13033	82
Identified disability (PET/IEP)	4	2	4	2	474	4	2	1	2	1	477	4	4	2	4	2	488	4	4	2	4	2	492	4
LEP	0	0	0	0	148	1	0	0	0	0	150	1	0	0	0	0	146	1	0	0	0	0	148	1
504 plan	7	4	7	4	186	1	7	4	7	4	185	1	7	4	7	4	185	1	7	4	7	4	184	1
Participation with accommodations	17	9	17	9	2283	14	19	10	19	10	2281	14	17	9	17	9	2248	14	17	9	17	9	2198	14
Identified disability (PET/IEP)	13	76	13	76	1855	81	15	79	15	79	1848	81	13	76	13	76	1831	81	13	76	13	76	1790	81
LEP	1	6	1	6	112	5	1	5	1	5	117	5	1	6	1	6	113	5	1	6	1	6	107	5
504 plan	1	6	1	6	60	3	1	5	1	5	61	3	1	6	1	6	60	3	1	6	1	6	61	3
Other	2	12	2	12	284	12	2	11	2	11	284	12	2	12	2	12	272	12	2	12	2	12	268	12
Participation through alternate assessment (PAAP)	1	1	1	1	239	2	1	1	1	1	240	2	1	1	1	1	227	1	1	1	1	1	232	1
Identified disability (PET/IEP)	1	100	1	100	230	96	1	100	1	100	232	97	1	100	1	100	220	97	1	100	1	100	222	96
LEP	0	0	0	0	8	3	0	0	0	0	8	3	0	0	0	0	8	4	0	0	0	0	8	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	6	0																		
Approved non-participation – special consideration	0	0	0	0	41	0	0	0	0	0	45	0	0	0	0	0	45	0	0	0	0	0	45	0
Non-participation – other	2	1	2	1	175	1	2	1	2	1	177	1	1	1	1	1	215	1	1	1	1	1	292	2

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 8
District: MSAD 35
School: Marshwood Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	40	19	40	19	2695	17
	2006-2007	40	21	40	21	2407	16
	Cum. Avg.	40	20	40	20	2551	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	105	49	105	49	6830	42
	2006-2007	105	55	105	55	7494	49
	Cum. Avg.	105	51	105	51	7162	45
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	49	23	49	23	3741	23
	2006-2007	33	17	33	17	3628	24
	Cum. Avg.	41	20	41	20	3685	23
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	22	10	22	10	3003	18
	2006-2007	13	7	13	7	1810	12
	Cum. Avg.	18	9	18	9	2407	15

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	39.0	69.6	39.0	69.6	36.5	65.2
Literary Text	28	50	19.3	68.9	19.3	68.9	18.0	64.3
Informational Text	28	50	19.7	70.4	19.7	70.4	18.5	66.1

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 8
 District: MSAD 35
 School: Marshwood Middle School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	191	40	21	105	55	33	17	13	7	852	191	21	55	17	7	852	15339	16	49	24	12	847
Ethnicity																						
African American	1										1						313	6	42	27	26	840
American Indian/Native Alaskan	0										0						103	7	35	38	20	839
Asian/Pacific Islander	2										2						187	17	47	24	13	848
Hispanic	1										1						148	9	45	28	18	843
White	187	39	21	104	56	32	17	12	6	852	187	21	56	17	6	852	14586	16	49	23	11	847
Not Reported	0										0						2					
Identified disability																						
Yes	17	1	6	3	18	7	41	6	35	834	17	6	18	41	35	834	2329	1	18	37	44	830
No	174	39	22	102	59	26	15	7	4	853	174	22	59	15	4	853	13010	18	54	21	6	850
Limited English proficient students																						
Current LEP in first year	0										0						5	0	0	40	60	820
Current LEP beyond first year	1										1						255	2	30	31	36	834
Economically disadvantaged																						
Yes	14	1	7	7	50	3	21	3	21	841	14	7	50	21	21	841	5325	7	41	31	21	841
No	177	39	22	98	55	30	17	10	6	852	177	22	55	17	6	852	10014	20	53	20	7	851
Migrant																						
Yes	0										0						7	0	14	57	29	836
No	191	40	21	105	55	33	17	13	7	852	191	21	55	17	7	852	15332	16	49	24	12	847
Gender																						
Female	91	24	26	52	57	13	14	2	2	855	91	26	57	14	2	855	7516	21	50	20	8	850
Male	100	16	16	53	53	20	20	11	11	848	100	16	53	20	11	848	7821	10	47	27	16	844
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	0										0						803	5	36	38	20	840
No	191	40	21	105	55	33	17	13	7	852	191	21	55	17	7	852	14536	16	50	23	11	848
Gifted/talented program																						
Yes	11	8	73	3	27	0	0	0	0	870	11	73	27	0	0	870	555	58	39	3	0	864
No	180	32	18	102	57	33	18	13	7	850	180	18	57	18	7	850	14784	14	49	24	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 8
District: MSAD 35
School: Marshwood Middle School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%		
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	3 34 58 5	1 7 29 3	20 11 26 30	2 35 63 4	40 54 57 40	0 20 11 2	0 31 10 20	2 3 7 1	40 5 6 10	840 849 854 852	3 34 58 5	20 11 26 30	40 54 57 40	0 31 10 20	40 5 6 10	840 849 854 852	8 48 39 5	6 13 20 23	35 50 51 45	30 25 21 19	29 12 7 14	838 847 850 849
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	30 61 5 4	14 26 0 0	24 22 0 0	31 63 7 4	53 54 78 57	10 21 0 2	17 18 0 29	3 7 2 1	5 6 22 14	853 852 846 846	30 61 5 4	24 22 0 0	53 54 78 57	17 18 0 29	5 6 22 14	853 852 846 846	34 52 11 3	22 14 8 5	52 51 38 31	19 25 32 29	8 10 22 36	851 847 841 835
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	38 44 16 2	24 16 0 0	33 19 0 0	38 46 19 2	53 55 61 50	8 15 8 1	11 18 26 25	2 6 4 1	3 7 13 25	858 850 843 834	38 44 16 2	33 19 0 0	53 55 61 50	11 18 26 25	3 7 13 25	858 850 843 834	29 49 19 3	32 12 3 2	52 54 36 25	11 24 39 35	5 10 22 37	855 847 838 833
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	12 58 30	3 26 10	14 24 18	10 56 37	45 51 65	6 20 7	27 18 12	3 7 3	14 6 5	845 852 852	12 58 30	14 24 18	45 51 65	27 18 12	14 6 5	845 852 852	14 63 23	10 16 20	40 50 52	27 24 19	23 10 9	841 848 850
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	5 53 42	1 22 16	10 22 21	4 46 52	40 47 67	5 19 8	50 19 10	0 11 2	0 11 3	844 850 855	5 53 42	10 22 21	40 47 67	50 19 10	0 11 3	844 850 855	7 51 41	3 11 24	28 48 55	34 28 15	36 12 6	834 845 852
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	43 49 7	18 20 0	22 22 0	50 47 6	62 51 43	10 18 5	12 20 36	3 7 3	4 8 21	854 851 839	43 49 7	22 22 0	62 51 43	12 20 36	4 8 21	854 851 839	41 52 6	16 17 7	48 51 39	24 22 30	11 10 24	847 848 840
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	21 52 12 15	9 26 3 2	22 26 13 7	22 54 12 17	54 55 52 61	6 15 5 7	15 15 22 25	4 4 3 2	10 4 13 7	851 855 846 845	21 52 12 15	22 26 13 7	54 55 52 61	15 15 22 25	10 4 13 7	851 855 846 845	18 41 14 27	21 20 14 6	52 51 48 45	19 20 26 31	8 9 13 18	851 850 846 842
How do you feel about the following statement? <i>“My knowledge of reading will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	45 43 7 5	23 16 1 0	27 19 8 0	47 45 8 5	55 54 62 56	10 17 3 3	12 20 23 33	6 5 1 1	7 6 8 11	854 851 849 841	45 43 7 5	27 19 8 0	55 54 62 56	12 20 23 33	7 6 8 11	854 851 849 841	44 48 5 2	22 12 4 3	52 48 42 33	18 27 31 34	8 13 23 30	851 845 840 836
Optional school/district question A. B. C. D.	11 33 33 22	0 0 0 0	0 0 0 0	0 2 1 2	0 67 33 100	0 1 1 0	0 33 33 0	1 0 1 0	100 0 33 0	828 843 833 846	11 33 33 22	0 0 0 0	0 67 33 100	0 33 33 0	100 0 33 0	828 843 833 846						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Date: March 2007
Grade: 8
District: MSAD 35
School: Marshwood Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	26	12	26	12	1714	11
	2006-2007	38	20	38	20	1952	13
	Cum. Avg.	32	16	32	16	1833	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	88	41	88	41	5533	34
	2006-2007	81	42	81	42	5870	38
	Cum. Avg.	85	42	85	42	5702	36
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	61	29	61	29	4764	29
	2006-2007	42	22	42	22	3982	26
	Cum. Avg.	52	25	52	25	4373	28
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	39	18	39	18	4251	26
	2006-2007	30	16	30	16	3534	23
	Cum. Avg.	35	17	35	17	3893	25

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	9.6	60.0	9.6	60.0	8.8	55.0
Cluster 2: Shape and Size	14	25	8.1	57.9	8.1	57.9	7.3	52.1
Cluster 3: Mathematical Decision Making	8	14	4.1	51.3	4.1	51.3	4.2	52.5
Cluster 4: Patterns	18	32	11.3	62.8	11.3	62.8	10.1	56.1

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 8
 District: MSAD 35
 School: Marshwood Middle School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	191	38	20	81	42	42	22	30	16	846	191	20	42	22	16	846	15338	13	38	26	23	842
Ethnicity																						
African American	1										1						317	4	25	27	43	832
American Indian/Native Alaskan	0										0						102	4	25	33	38	833
Asian/Pacific Islander	2										2						187	14	47	22	17	846
Hispanic	1										1						149	6	34	32	28	838
White	187	38	20	78	42	41	22	30	16	846	187	20	42	22	16	846	14581	13	39	26	23	842
Not Reported	0										0						2					
Identified disability																						
Yes	17	0	0	3	18	2	12	12	71	820	17	0	18	12	71	820	2325	1	15	23	61	825
No	174	38	22	78	45	40	23	18	10	848	174	22	45	23	10	848	13013	15	42	26	16	845
Limited English proficient students																						
Current LEP in first year	0										0						11	0	27	18	55	825
Current LEP beyond first year	1										1						256	4	22	29	45	831
Economically disadvantaged																						
Yes	14	1	7	4	29	4	29	5	36	834	14	7	29	29	36	834	5322	5	29	29	36	834
No	177	37	21	77	44	38	21	25	14	847	177	21	44	21	14	847	10016	17	43	24	16	846
Migrant																						
Yes	0										0						7	14	0	29	57	832
No	191	38	20	81	42	42	22	30	16	846	191	20	42	22	16	846	15331	13	38	26	23	842
Gender																						
Female	91	19	21	38	42	24	26	10	11	848	91	21	42	26	11	848	7512	12	39	27	22	842
Male	100	19	19	43	43	18	18	20	20	844	100	19	43	18	20	844	7824	14	38	25	24	842
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	0										0						805	2	22	35	41	832
No	191	38	20	81	42	42	22	30	16	846	191	20	42	22	16	846	14533	13	39	25	22	842
Gifted/talented program																						
Yes	11	9	82	2	18	0	0	0	0	867	11	82	18	0	0	867	555	63	35	2	0	866
No	180	29	16	79	44	42	23	30	17	845	180	16	44	23	17	845	14783	11	38	27	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 8
District: MSAD 35
School: Marshwood Middle School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	2	40	1	20	2	40	826	3	0	40	20	40	826	8	7	27	23	44	832
B. less than one hour	34	5	8	30	46	16	25	14	22	841	34	8	46	25	22	841	48	11	39	27	23	841
C. one to two hours	58	30	27	47	43	25	23	8	7	850	58	27	43	23	7	850	39	15	40	26	19	844
D. more than two hours	5	3	30	1	10	0	0	6	60	836	5	30	10	0	60	836	5	18	36	23	23	843
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	37	20	28	30	42	13	18	8	11	850	37	28	42	18	11	850	34	22	43	20	15	848
B. They match some of what I have learned.	45	12	14	43	51	19	22	11	13	846	45	14	51	22	13	846	48	9	40	29	22	841
C. They match just a little of what I have learned.	13	3	12	7	28	8	32	7	28	837	13	12	28	32	28	837	14	6	27	30	37	835
D. There is no match.	5	3	30	1	10	2	20	4	40	837	5	30	10	20	40	837	3	5	14	22	59	827
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	25	22	46	18	38	5	10	3	6	857	25	46	38	10	6	857	24	34	43	13	10	853
B. good	44	15	18	43	51	18	21	8	10	847	44	18	51	21	10	847	46	9	45	27	19	842
C. fair	24	0	0	20	43	12	26	14	30	837	24	0	43	26	30	837	24	2	27	36	35	833
D. poor	6	0	0	0	0	6	55	5	45	824	6	0	0	55	45	824	6	1	13	33	52	827
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	22	0	0	19	46	11	27	11	27	837	22	0	46	27	27	837	31	3	31	32	34	835
B. about the same as my regular schoolwork	57	17	16	46	43	28	26	15	14	845	57	16	43	26	14	845	53	11	43	27	19	843
C. easier than my regular schoolwork	21	19	49	16	41	2	5	2	5	859	21	49	41	5	5	859	16	38	38	12	12	854
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	40	14	19	31	42	18	25	10	14	846	40	19	42	25	14	846	42	10	38	28	23	841
B. I tried about the same as I do on my regular schoolwork.	54	20	20	46	46	19	19	14	14	847	54	20	46	19	14	847	51	15	40	25	20	844
C. I did not try as hard on this test as I do on my regular schoolwork.	7	2	17	4	33	3	25	3	25	840	7	17	33	25	25	840	6	13	27	24	36	837
How often do you use laptops in mathematics class?																						
A. almost every day	15	3	10	13	45	7	24	6	21	839	15	10	45	24	21	839	6	10	33	25	32	838
B. two or three days a week	36	3	4	34	49	22	32	10	14	842	36	4	49	32	14	842	13	9	36	28	27	839
C. two or three times each month	35	21	32	21	32	13	20	11	17	849	35	32	32	20	17	849	39	13	40	27	19	843
D. never	14	11	42	13	50	0	0	2	8	858	14	42	50	0	8	858	41	14	38	24	23	842
Which statement best describes the use of calculators in mathematics class?																						
A. Calculators are used daily.	19	16	46	14	40	3	9	2	6	858	19	46	40	9	6	858	38	15	41	24	19	844
B. Calculators are used once or twice a week.	33	19	30	24	38	11	17	9	14	849	33	30	38	17	14	849	37	12	38	27	23	842
C. Calculators are used once or twice a month.	32	3	5	30	50	18	30	9	15	842	32	5	50	30	15	842	13	11	36	27	26	840
D. Calculators are rarely or never used.	16	0	0	13	42	9	29	9	29	835	16	0	42	29	29	835	13	9	33	27	31	838
How do you feel about the following statement? <i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	48	24	26	40	44	15	16	12	13	849	48	26	44	16	13	849	56	16	42	24	18	845
B. agree	41	12	15	33	42	21	27	12	15	844	41	15	42	27	15	844	37	9	36	29	26	840
C. disagree	6	1	9	4	36	2	18	4	36	837	6	9	36	18	36	837	5	6	28	26	40	834
D. strongly disagree	5	1	11	4	44	3	33	1	11	844	5	11	44	33	11	844	2	3	17	29	51	828
Optional school/district question																						
A.	11	0	0	1	100	0	0	0	0	842	11	0	100	0	0	842						
B.	33	0	0	0	0	2	67	1	33	831	33	0	0	67	33	831						
C.	33	0	0	1	33	1	33	1	33	826	33	0	33	33	33	826						
D.	22	0	0	0	0	1	50	1	50	832	22	0	0	50	50	832						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

SCIENCE AND TECHNOLOGY RESULTS

Date: March 2007
Grade: 8
District: MSAD 35
School: Marshwood Middle School

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
ACHIEVEMENT LEVEL DEFINITIONS		N	%	N	%	N	%
The quality of a student’s work at each achievement level reflects progress in attaining Maine’s Grade Span Expectations in science and technology.							
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	36	17	36	17	1879	12
	2006-2007	51	27	51	27	2192	14
	Cum. Avg.	44	21	44	21	2036	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	131	61	131	61	8604	53
	2006-2007	98	51	98	51	7916	52
	Cum. Avg.	115	56	115	56	8260	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	30	14	30	14	3618	22
	2006-2007	27	14	27	14	3340	22
	Cum. Avg.	29	14	29	14	3479	22
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	18	8	18	8	2174	13
	2006-2007	16	8	16	8	1865	12
	Cum. Avg.	17	8	17	8	2020	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	9.5	67.9	9.5	67.9	8.8	62.9
Cluster 2: Physical Sciences	14	25	9.6	68.6	9.6	68.6	8.4	60.0
Cluster 3: Earth and Space Sciences	14	25	8.0	57.1	8.0	57.1	7.0	50.0
Cluster 4: Nature and Implications of Science	14	25	8.5	60.7	8.5	60.7	8.0	57.1

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Date: March 2007
Grade: 8
District: MSAD 35
School: Marshwood Middle School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	192	51	27	98	51	27	14	16	8	852	192	27	51	14	8	852	15313	14	52	22	12	847
Ethnicity																						
African American	1										1						314	5	39	26	30	839
American Indian/Native Alaskan	0										0						101	4	40	36	21	841
Asian/Pacific Islander	2										2						186	14	52	19	15	847
Hispanic	1										1						146	8	49	23	21	843
White	188	51	27	95	51	27	14	15	8	853	188	27	51	14	8	853	14564	15	52	22	12	848
Not Reported	0										0						2					
Identified disability																						
Yes	17	0	0	8	47	1	6	8	47	836	17	0	47	6	47	836	2319	2	28	31	38	835
No	175	51	29	90	51	26	15	8	5	854	175	29	51	15	5	854	12994	16	56	20	8	850
Limited English proficient students																						
Current LEP in first year	0										0						7	0	29	14	57	820
Current LEP beyond first year	1										1						252	3	31	27	39	835
Economically disadvantaged																						
Yes	14	0	0	8	57	3	21	3	21	842	14	0	57	21	21	842	5307	6	44	29	21	842
No	178	51	29	90	51	24	13	13	7	853	178	29	51	13	7	853	10006	19	56	18	7	850
Migrant																						
Yes	0										0						7	0	43	14	43	837
No	192	51	27	98	51	27	14	16	8	852	192	27	51	14	8	852	15306	14	52	22	12	847
Gender																						
Female	91	27	30	46	51	13	14	5	5	854	91	30	51	14	5	854	7502	13	51	24	11	847
Male	101	24	24	52	51	14	14	11	11	851	101	24	51	14	11	851	7809	15	52	20	13	848
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	0										0						800	5	38	35	22	841
No	192	51	27	98	51	27	14	16	8	852	192	27	51	14	8	852	14513	15	52	21	12	848
Gifted/talented program																						
Yes	11	10	91	1	9	0	0	0	0	871	11	91	9	0	0	871	553	61	37	1	0	865
No	181	41	23	97	54	27	15	16	9	851	181	23	54	15	9	851	14760	13	52	23	13	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 8
District: MSAD 35
School: Marshwood Middle School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	3	60	0	0	2	40	836	3	0	60	0	40	836	8	7	40	25	28	840
B. less than one hour	35	11	17	37	56	14	21	4	6	850	35	17	56	21	6	850	48	13	52	23	12	847
C. one to two hours	58	38	35	53	48	12	11	7	6	855	58	35	48	11	6	855	39	18	54	20	8	850
D. more than two hours	5	2	20	4	40	1	10	3	30	849	5	20	40	10	30	849	5	18	51	19	13	848
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	29	18	33	28	51	5	9	4	7	855	29	33	51	9	7	855	27	16	54	20	10	849
B. They match some of what I have learned.	50	27	28	46	48	16	17	6	6	853	50	28	48	17	6	853	49	15	52	22	12	848
C. They match just a little of what I have learned.	15	5	17	18	62	4	14	2	7	850	15	17	62	14	7	850	19	13	51	23	13	847
D. There is no match.	6	1	8	6	50	2	17	3	25	841	6	8	50	17	25	841	4	7	43	26	25	841
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	24	22	47	21	45	2	4	2	4	860	24	47	45	4	4	860	21	28	53	13	7	853
B. good	54	24	23	56	54	17	16	7	7	852	54	23	54	16	7	852	54	14	55	21	10	848
C. fair	18	5	14	18	51	6	17	6	17	846	18	14	51	17	17	846	21	5	46	31	18	842
D. poor	3	0	0	3	50	2	33	1	17	843	3	0	50	33	17	843	3	2	36	32	31	837
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	30	17	30	29	51	8	14	3	5	853	30	30	51	14	5	853	33	14	51	23	13	847
B. about the same as my regular schoolwork	59	29	26	55	50	19	17	7	6	853	59	26	50	17	6	853	57	14	53	22	11	848
C. easier than my regular schoolwork	11	4	19	13	62	0	0	4	19	851	11	19	62	0	19	851	10	19	52	17	13	849
How hard did you try on the science part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	41	24	32	34	45	12	16	6	8	854	41	32	45	16	8	854	41	14	53	21	11	848
B. I tried about the same as I do on my regular schoolwork.	53	25	25	55	56	14	14	5	5	853	53	25	56	14	5	853	53	15	52	22	11	848
C. I did not try as hard on this test as I do on my regular schoolwork.	6	0	0	7	64	0	0	4	36	838	6	0	64	0	36	838	5	8	41	26	25	841
Which statement describes how often and how long your science class meets?																						
A. We meet every day for 45 minutes to an hour.	57	24	23	58	55	19	18	5	5	852	57	23	55	18	5	852	68	16	54	21	10	849
B. We meet on alternate days for 80 to 90 minutes.	9	1	6	9	56	2	13	4	25	844	9	6	56	13	25	844	16	13	49	23	14	846
C. We meet every day for 45 minutes, plus a longer lab period each week.	21	18	45	17	43	3	8	2	5	859	21	45	43	8	5	859	6	13	46	25	16	845
D. We have a flexible schedule depending on the activities.	13	7	28	12	48	3	12	3	12	852	13	28	48	12	12	852	10	9	46	25	20	843
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	23	5	12	26	63	8	20	2	5	850	23	12	63	20	5	850	26	8	54	24	13	845
B. the course(s) described in A, plus chemistry	30	17	31	21	39	9	17	7	13	851	30	31	39	17	13	851	23	16	54	19	12	848
C. the course(s) described in B, plus physics	27	26	53	19	39	4	8	0	0	861	27	53	39	8	0	861	22	30	48	14	8	853
D. a life science and physical science class	21	2	5	25	66	5	13	6	16	847	21	5	66	13	16	847	28	7	51	28	13	845
How do you feel about the following statement?																						
“My knowledge of science and technology will be useful to me as an adult.”																						
A. strongly agree	21	14	34	17	41	4	10	6	15	852	21	34	41	10	15	852	29	19	53	17	10	850
B. agree	53	31	31	50	50	16	16	4	4	855	53	31	50	16	4	855	54	14	52	22	11	848
C. disagree	17	6	18	20	61	5	15	2	6	849	17	18	61	15	6	849	13	7	49	28	16	844
D. strongly disagree	9	0	0	11	65	2	12	4	24	843	9	0	65	12	24	843	3	4	46	27	24	841
Optional school/district question																						
A.	11	0	0	0	0	1	100	0	0	840	11	0	0	100	0	840						
B.	33	0	0	2	67	1	33	0	0	848	33	0	67	33	0	848						
C.	33	0	0	2	67	0	0	1	33	833	33	0	67	0	33	833						
D.	22	0	0	1	50	1	50	0	0	844	22	0	50	50	0	844						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

ELA–WRITING RESULTS

Date: March 2007
Grade: 8
District: MSAD 35
School: Marshwood Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 861–880)	2005-2006 2006-2007 Cum. Avg.	1 1	1 1	1 1	1 1	285 285	2 2
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 841–860)	2005-2006 2006-2007 Cum. Avg.	88 88	46 46	88 88	46 46	6948 6948	46 46
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 817–840)	2005-2006 2006-2007 Cum. Avg.	95 95	49 49	95 95	49 49	6873 6873	45 45
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 800–816)	2005-2006 2006-2007 Cum. Avg.	8 8	4 4	8 8	4 4	1125 1125	7 7

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	10.4	52.0	10.4	52.0	10.4	52.0
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.3	44.2	5.3	44.2	5.3	44.2
Standard English Conventions (Standard F)	8	40	5.2	65.0	5.2	65.0	5.2	65.0

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write narrative (grade 5) or persuasive/argumentative (grade 8) writing responses. Content standards F and G are defined in Maine’s *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Date: March 2007
Grade: 8
District: MSAD 35
School: Marshwood Middle School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	192	1	1	88	46	95	49	8	4	836	192	1	46	49	4	836	15231	2	46	45	7	836
Ethnicity																						
African American	1										1						305	1	37	50	12	832
American Indian/Native Alaskan	0										0						102	1	25	58	17	829
Asian/Pacific Islander	2										2						186	2	49	39	10	837
Hispanic	1										1						145	0	37	57	6	834
White	188	1	1	87	46	93	49	7	4	836	188	1	46	49	4	836	14491	2	46	45	7	836
Not Reported	0										0						2					
Identified disability																						
Yes	17	0	0	2	12	12	71	3	18	825	17	0	12	71	18	825	2282	0	12	58	30	823
No	175	1	1	86	49	83	47	5	3	837	175	1	49	47	3	837	12949	2	52	43	3	838
Limited English proficient students																						
Current LEP in first year	0										0						5	0	20	40	40	821
Current LEP beyond first year	1										1						250	0	30	55	15	830
Economically disadvantaged																						
Yes	14	0	0	2	14	9	64	3	21	826	14	0	14	64	21	826	5264	1	33	54	12	832
No	178	1	1	86	48	86	48	5	3	836	178	1	48	48	3	836	9967	3	52	40	5	838
Migrant																						
Yes	0										0						7	0	43	29	29	829
No	192	1	1	88	46	95	49	8	4	836	192	1	46	49	4	836	15224	2	46	45	7	836
Gender																						
Female	91	0	0	53	58	37	41	1	1	839	91	0	58	41	1	839	7476	3	58	37	3	840
Male	101	1	1	35	35	58	57	7	7	832	101	1	35	57	7	832	7753	1	34	53	12	832
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	0										0						796	0	32	58	10	831
No	192	1	1	88	46	95	49	8	4	836	192	1	46	49	4	836	14435	2	46	44	7	836
Gifted/talented program																						
Yes	11	1	9	7	64	3	27	0	0	845	11	9	64	27	0	845	553	10	74	16	0	847
No	181	0	0	81	45	92	51	8	4	835	181	0	45	51	4	835	14678	2	45	46	8	835

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number